

Name *Russell Franklin*

Grade *12*

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*Payson,
Dunton and Scribner's*

National System of

Penmanship.

SHORT COURSE IN SIX NUMBERS.
REVISED EDITION.

Potter, Ainsworth & Co.

**New York.
Boston and Chicago.**

S.A. POTTER,
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School High Class No 1

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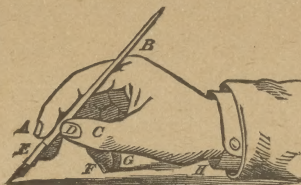
POSITION.

Direct the scholar's attention to the cuts, and by personal example before the class, give a correct idea of the position selected.

Require each pupil to take and retain the same throughout the lesson.



TO TEACHERS.



POSITION OF PUPILS AT THE DESK.

These cuts represent the popular positions of sitting at the desk when writing.

The pupil should sit in an easy, natural manner, not leaning against the desk, or bending too much over his writing, and should keep the feet always in front of him, resting them firmly on the floor.

The right forearm must be placed on the desk so as to rest on the muscle front of the elbow, and the hand placed on the book so as to rest on the nails of the third and fourth fingers.

The forearm must be at right angles with the copy, the book being steadied by the fingers of the left hand placed on the paper at the left of the pen point. Hold the wrist naturally over the desk and you will see that the inner side is raised a little higher than the outer. Keep the wrist (*H*) free from the desk, and do not let it turn over to the right or left, or bend down, up, or sidewise.



PENHOLDING.

Penholding is best taught by taking a position front of the class and showing how to place each finger on the holder, requiring the pupils to imitate the same, until a correct method of holding the pen is attained.

PENHOLDING.—Place the penholder between the thumb and first two fingers (*A E*), resting it forward of the third joint of the forefinger (*B*).

Bend the thumb (*C*) and fingers (*A*) outward, so as to bring the end of the thumb (*D*) opposite the first joint of the middle finger. Press the thumb a little under the holder to keep the pen at a proper angle.

The left side of the middle finger supports the holder just above the pen (*E*), and the forefinger closes over the holder.

Hold the pen as lightly as though it were a delicate glass tube that could be crushed in the fingers.

RESTS AND MOVEMENTS.—The rests are the muscle in front of the elbow, and the nails of the third and fourth fingers (*F G*). These nails serve as little skates for the fingers to slide on.

In writing, the hand and forearm must move in concert across the page.

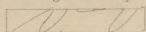
In making the up and down strokes, the finger movements are combined with the muscular movements of the hand and forearm.

/ u uuu uiiv u uuw uuw
 / u uuw iiii u uuw uuw
 / u uuw iiii u uuw uuw
 / u uuw iiig u uuw uuw
 / u uuw iiii u uuw uuw
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ANALYSIS

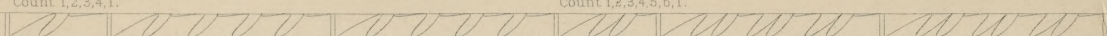
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1



Parts of v: 3^d Prin. Dot, and Horizontal Curve. Width, $\frac{2}{3}$ space.
 Parts of w: 3^d and 1st Prins. Dot, and Hor. Curve. Width, $\frac{1}{2}$ space.
 In v and w, 3^d and 1st Prins are modified by making Lower Turns
 a little wider and last 'light Curves on main slant.

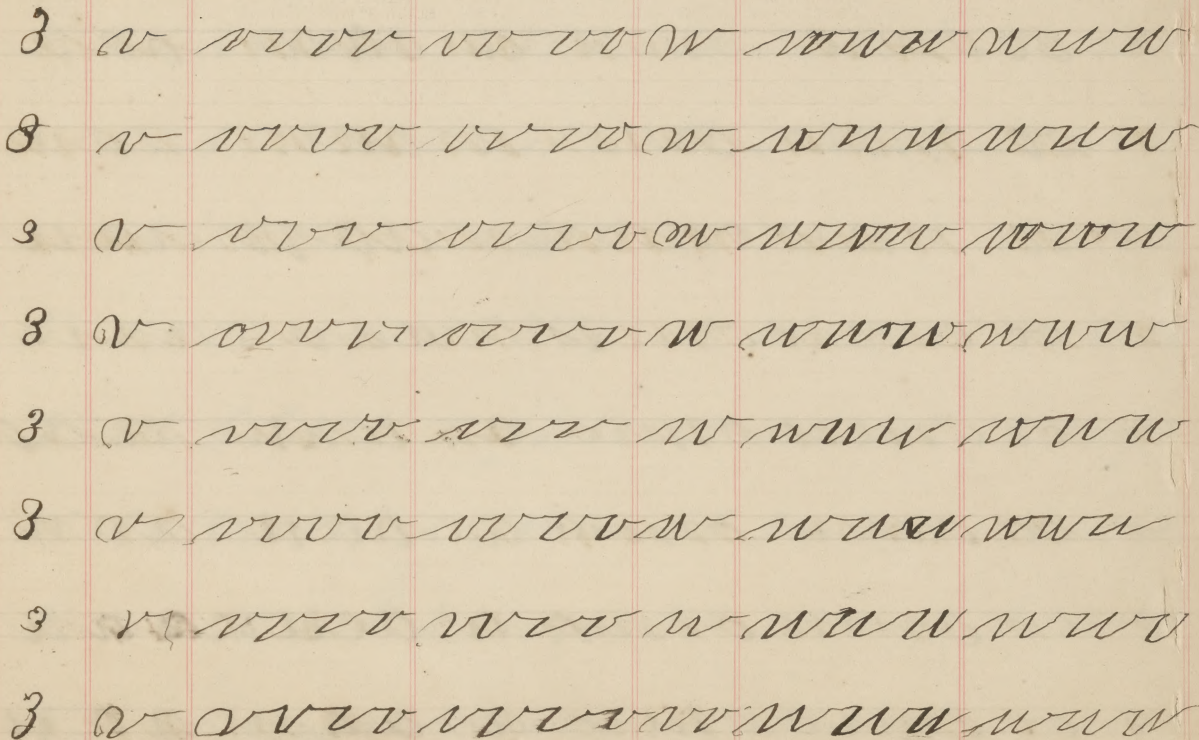
Count 1,2,3,4,1.



In w, 3^d and 1st Prins are connected in a sharp upper angle. Begin Lower
 Turns a little farther from base. Press the pen lightly for Dot, and continue the
 movement in a short Horizontal Curve to finish letters. A Horizontal Double
 Curve connects letters.

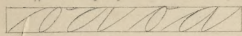
Count 1,2,3,4,5,6,1.

3



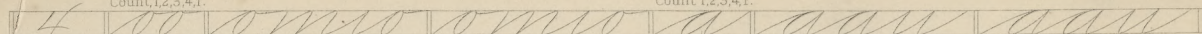
4 ANALYSIS AND FORM.

IV 4 1



Count, 1, 2, 3, 4, 1.

Parts of o; Els. IV, V, I, II, V. Horizontal Curve. Width, $\frac{2}{3}$ space. The oval diverges from El. IV near the top; the opposite curves are similar and on main slant. Close oval with Upper Turn: re-trace El. V, and form short Horizontal Curve to finish letter.



Count 1, 2, 3, 4, 1.

Parts of a; El. IV, 4th and 1st Prins. Width, 1 space. The first curve is carried on increased slant one space farther to right, and retraced one space. The oval is on connecting slant and 2 spaces in length. Connect 4th and 1st Prins. in a sharp angle.

4 oo omro omro a aan aan

4 oo omro omro a aan aan

4 oo omro omro a aan aan

4 oo omro omro a aan aan

4 oo omro omro a aan aan

4 oo omro omro a aan aan

4 oo omro omro a aan aan

4 oo omro omro a aan aan

Parts of c; Els. N, V, Dot, N, U, III. The c is an incomplete oval. (See Diagram.)
In c, the first Left Curve, combined at height of one space with El. V, is retraced to same point as in c; second Left Curve is on main slant, and combined near base with El. II. El. V is $\frac{1}{4}$ space in height.

Parts of e; Els. III, V, V, II, III. The e is an incomplete oval. (See Diagram.)
In e, the first Right Curve is on increased slant to $\frac{1}{2}$ the height, then on decreased slant, and connected by a narrow Turn to Left Curve. El. V is on main slant and crosses El. III at $\frac{1}{2}$ the height from base. Height of loop, $\frac{1}{2}$ space.

Count 1, 2, 3, 4.

Count for c, 1, 2, 3, 1; for m, 1, 2, 3, 4, 5, 6, 1.

Count 1, 2, 1.

5 c c c m c c m c e e m e e m e

5 c c c m c c m c e e m e e m e

5 c c c m c c m c e e m e e m e

5 c c c m c c m c e e m e e m e

5 c c c m c c m c e e m e e m e

5 c c c m c c m c e e m e e m e

5 c c c m c c m c e e m e e m e

5 c c c m c c m c e e m e e m e

5 c c c m c c m c e e m e e m e

I I I I I June Ju

I I I I I June Ju

I I I I I June Ju

I I I I I June Ju

I I I I I June Ju

I I I I I June Ju

I I I I I June Ju

I I I I I June Ju

I I I I I June Ju

O Ome Omer Ome Dune Du

Q Omer Omer Omer Dune Du

O Omer Omer Omer Omer Omer

O Omer Omer Omer Omer Du

O Omer Omer Omer Durr Dur

O Omer Omer Omer Omer Omer

Q Quer Quer Que Que Qu

O Omer Omer Omer Omer Omer Omer

lea bain bain bain Enn En
 lea bam bain bain Enn En
 lea bain bain bain Enn En
 lea bam bam bain Enn En
 lea bain bain bain Enn En
 lea bam bam bain Enn En
 lea bain bain bain Enn En
 lea bam bam bain Enn En
 lea bain bain bain Enn En
 lea bam bam bain Enn En

Za Zain Zarn Yam Yam &c.

Za Zain Zarn Yam Yam &c.
 Za Zarn Zain Yam Yam &c.
 Za Zain Zarn Yam Yam &c.
 Za Zarn Zain Yam Yam &c.
 Za Zain Zarn Yam Yam &c.
 Za Zarn Zain Yam Yam &c.
 Za Zain Zarn Yam Yam &c.

11

X	Miss Anne Mrs Vine	X
X	Mrs Mrs Mrs Vine	X
X	Frank Mrs Mrs Vine	X
X	Mrs Mrs Mrs Vine	X
X	Mrs Mrs Mrs Vine	X
X	Mrs Mrs Mrs Vine	X
X	Mrs Mrs Mrs Vine	X
X	Mrs Mrs Mrs Vine	X

Script Alphabet Chart.

Elements are the simplest parts of letters.

Elements.

Angular and Oval combinations.

Principles are the main compound parts of letters.

The five Elements. *I O - I II III IV V - W - U - Z*

Principles.

1 2 3 4 - 5 6 7 - 8 9 - 10 11

Short Letters.

i u n m x v w - o a c e r s

Stem and Looped Letters.

t d p q - h k l b f - j y g z

1 2 3 4 5 6

Capitals.

7 8 9 0 \$ %

A N M T F G H K G S L

I J P B R - O D E C - W X

Q Z V U Y &

PAYSON, DUNTON & SCRIBNER'S PRIMARY SHORT COURSE OF PENMANSHIP.

Nos. 1 and 2—TRACING BOOKS. The pupil is taught in these books to know the letters, and is trained to all the movements required in forming the same, by tracing correct models on every page. These are Drill-books for educating the muscles used in writing, and leave the pupil free to concentrate his earliest efforts on elementary points. In No. 2, a few lines on each page are left without tracing, for a practical test of the previous drill, and to throw the scholar gradually upon his own resources.

Nos. 1½ and 3—Here we have an entire review of the elementary practice, but the pupil is required to exer-

cise his power of imitation by reproducing the copies which are printed at the head of the pages. This takes up the education of the eye in forming letters and marks a second step in progress. A simple and complete analysis of the letters, with explanatory text, is given above the copies.

Nos. 4 and 5—These books complete the series, illustrating the more difficult combinations of letters into words, and of words into sentences, covering the entire groundwork of the higher numbers of the Common School Series, and leading the pupil directly into writing.

CLASS SYSTEM.

Appoint the scholars at the head of the several rows monitors to distribute and collect books and pens. Number the rows and place the books belonging to the whole number of rows in reverse order of backs and fronts, for the consecutive rows, in one pile. Begin with either the first or last row to distribute, but remember to reverse the order of collecting, so as to have the books arranged in proper sequence for the next distribution, presuming always that one plan is adhered to. Have separate bunches of penholders for each row, and direct the same monitors to distribute and collect them. Each scholar should be supplied with a pen-wiper, which may be retained in the desk or

given out and collected with the pens. Next adopt some method of opening and closing the writing lesson. A plan that commends itself is to give signals by numbers, for instance:

OPENING.

- No. 1. Take writing position.
- No. 2. Find Copy.
- No. 3. Open books.
- No. 4. Open ink-wells.
- No. 5. Take Pens.
- No. 6. Take ink and write.

CLOSING.

- No. 1. Take usual position.
- No. 2. Dry Pens.
- No. 3. Close ink-wells
- No. 4. Close books.